

APPENDIX

RAFT

R	A
F	T

R Role. What role(s) will the student assume as writer?

A Audience. Choose an audience for writing.

F Format. Specify format possibilities the writing will take (comic strip, letter to editor, feature article, poem).

T Topic. Define the topic, determine questions to be answered and point to be made.

RAFT Writing (Role, Audience, Format, Topic)



What Is RAFT Writing?

RAFT is an acronym used to describe four critical ingredients of writing:

- Role of the writer
- Audience for the writing
- Format the writing will take
- Topic covered in the writing

When and Why Would I Use RAFT Writing with My Students?

RAFT writing provides support in several critical areas of strategic reading and writing. It provides a method for students to think critically and creatively about the content they have studied; to make connections to events, people, and places from their reading; to infer and predict from the text clues; and to synthesize all their newly discovered information into an imaginative piece of writing.

RAFT writing can be used in any content area after students have read, viewed, and studied a concept or event. Doug Buehl has a very comprehensive list of RAFT possibilities for writing assignments in *Classroom Strategies for Interactive Learning*. RAFT writing can be used as a culminating writing assignment, for assessment purposes, or as a segue into a related unit of study.

In the Classroom

In Christine Landaker's social studies class, students used RAFT writing to explore their knowledge of the Great Depression. Using the RAFT graphic, students generated possible roles they could take on as writers, who the audience would be for their writing, and the format their writing would take, and defined the topical information they would include (see RAFT form in Appendix).

Each student chose a role, audience, format, and topic from the class-generated list of possibilities. The example in the Figure is one student's draft of her RAFT writing where she has taken on the role of a news reporter writing for newspaper readers who want to know about the Depression. She has chosen to write a feature article that will highlight life in the Hoovervilles.

Research/Origins

- Buehl, D. 2001. *Classroom Strategies for Interactive Learning*. 2d ed. Newark, DE: International Reading Association.
- Santa, C. 1988. *Content Reading Including Study Systems*. Dubuque, IA: Kendall/Hunt.
- Santa, C., L. Havens, and S. Harrison. 1989. "Teaching Secondary Science Through Reading, Writing, Studying, and Problem Solving." In D. Lapp, J. Flood, and N. Farnan, eds., *Content-Area Reading and Learning: Instructional Strategies*. Englewood Cliffs, NJ: Prentice-Hall.

Brother can you spare a dime?

Detroit - Hoovervilles.

Last week I saw a man with a sign. It read, work-is-what-I-want-and-not-charity-who-will-help-me-get-a-job-74 years-in-Detroit-No-Money-Sent-away-Furnish-Best-of-References! So I asked the man, where do you live. He responded with, In a Shanty. And I said would you show me. And he said, Oh OK. So I'm around the place people call Hooverville. It's trashy, messy, dirty. Houses are made of cardboard, newspapers, etc. Anything that would be good for a house. This happens because of the Great Depression! Stock's market crashed. Some people can't afford meat or fresh vegetables, so they lived on beans and soup. People who did get a job got 40 cents an hour, less than a dollar. No one could spare a dime.